

**AN INVESTIGATION ON TRAINING EFFECTIVENESS IN CAPACITY  
DEVELOPMENT OF CIVIL SERVANTS EMPLOYEES A CASE STUDY IN  
NORTH ZONE PROVINCES-OF AFGHANISTAN**

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***1. Abstract***

This research has been conducted to understand the Training effectiveness in capacity development of government employees, needs of civil servant employees, their educational qualification, Knowledge, skill abilities, gender inequalities and Percentage of young generation employees in Government of Afghanistan to know whether trainings are effective on capacity Building of employees and how to fill the gaps and shortage in knowledge and skills of employees.

There are huge inequalities in employment of gender in government of Afghanistan which consist of 13% female and 87% are Male. about education level 57% of employees Hold Bachelor and 1% are Master degree, where 42% are 14 Passed and 12<sup>th</sup> standard graduation that most top level positions are administered by 14<sup>th</sup> and 12<sup>th</sup> graduation staffs, 68% of employees are between age of 20-39 whereas 5% are at the age of above 60 years old. 98% employees said that they are not satisfied with their salary and remuneration.

KMO and Bartlett's test of all variables being calculated adequacy rate of 0.614 into four factors. Using the correlation coefficient method shows that between Dependent variable (Training effectiveness in capacity development) and two independent variables (Employees Performance, Employees skills) there is a positive correlation coefficient. When the rate of performance, knowledge and skills of employees improved means the training was effective in capacity development of employees. Where third independent variables (delegation of authority and decision making) has a negative effect, when top management don't delegate authority and do not involve the low level managers in decision making training may not be effective.

**Key words:** *Civil servant employees, Capacity Development, Knowledge, Effectiveness, Remuneration*

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## 2. *Introduction*

Developing capacity of civil servant employees, known as civil government employees in Afghanistan, is quite fundamental to its growth and stability. Every effort made in this regard brings about a multiplier effectiveness and productivity outcome not only to the employees but also to the administration of the government and indeed, the entire nation. The government of Afghanistan structure in recognition of this provides in its instrument of operation, the need for training and retraining of its personnel. In spite of the various reforms since reestablishment of new government of Afghanistan in 2001, training of personnel at government level is fraught with problems.

Organizations that aspire to grow and realize the reasons for their existence make deliberate efforts to invest in staff training. This is without prejudice to whether it is a production factory, a non-governmental organization or the public service. Whatever the organization, training as a means of developing the capacity of the employees has to follow certain steps that begin with identification of felt needs and ends with improved performance. Ghosh (2005) outlines five measures that are involved at the preliminary stage in considering training for employee capacity development:

1. Decide who needs to be trained.
2. Establish the number of people for whom training is needed
3. Specify the aim of the training they will undertake
4. Utilize available resources
5. Recognize important constraints which may limit what can be achieved [world bank,2008].

A necessary further step is the determination of the objectives of the training. In determining training objectives, the sponsoring organization must have to ask concrete questions about what the staff and indeed the organization stand to gain at the end of the training exercise [McKenna,2002]. "It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management (motivation) combined with training and development". What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation [Colquitt,2000].

Once attainable and measurable training objectives have been considered, a training plan can be developed. This planning tool provides a step-by-step written document for others to

Follow. A training plan can be either a complete training program or just one task. The training plan details the course content, resources required, method of training, who should do the

Training and who should be trained.

Based on the felt needs an organization may choose from among many training types. Sometimes, a combination of two or three training types may suffice [Decauza,1996].

Outlines some of the major training types. These are:

1. **Refresher Training:** Here the employees are made to attend refresher courses at specific training institutions. This exposes the employee to modern trends in his field of business. That is, it involves updating skills to meet the job requirement of employees.

2. **On-the-job Training:** This is the most widely used training method, as in comparison, on- the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately productive. Here, there is a close collaboration between trainer and learner. There are three common methods that are used in on-the-job training and these are; learning by doing, mentoring and shadowing and job rotation. [Hassi,2011].

3. **Learning by Doing:** This is a very popular method of teaching new skills and methods to employees. Here the new employee observes a senior experienced worker and learns what to do. The advantage here is that this method is tried and tested and fit the requirements of the organization. The disadvantages are that the senior worker is not usually trained in the skills and methods of training therefore it can be a process that may be time consuming as a new comer struggles to cope with the senior worker's explanations. Far more successful is to use a senior or experienced worker who has been trained in instruction or training method and whose teaching skills are coordinated with a developed program linked to off-the-job courses [Aaron,1997].

4. **Mentoring:** This is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trainee.

Needed to be effective and efficient. In an on-the-job training method, the emphasis is more on the acquisition of specific, local knowledge in a real situation. Unlike on-the-job method, off-the- job method emphasizes developing an understanding of general principles providing background knowledge and generating an awareness of comparative ideas and practices [Ford,1997].

5. **Vestibule Training:** This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under

this method of training, the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job [Birdi,1997].

**6. Behavior Modeling:** Here, some of the methods used in the assessment centers include business games, in-basket, simulation, problem-centered cases, and many others, to enable the trainee learn the behaviors appropriate for the job through role-playing. The use of behavior modeling is based on social theory, and it is in particular an effective method for interpersonal or social skills training.

**7. Understudy Training:** An understudy is a person who is training to assume a position at a future date, the duties and responsibilities of the position currently occupied by the person he or she is understudying. An individual or group is assigned to assist a superior officer in the performance of his duties related to the position and at times left to grapple with the day-to-day problems which confront the superior in the performance of duty. [Facteau,1995].

### **3. Literature review**

In this part the relevant literature will be reviewed to get a better understanding of the importance of factors affecting employee training and its effectiveness on human resources practice. Firstly, many of these supervisors may feel morally responsible for offering the training program for their employees whether these employees find their jobs satisfying, frustrating, challenging, boring, significant or meaningless becomes a serious concern for these managers [Burke,1999].

Secondly, managers are concerned about the factors affecting of employees training has on performance. Many of the organizations heads believe that employee training program can lead to high productivity, low absenteeism and motivation for the job performance. Examination of theories of employee training and its effectiveness, which aid in determining whether overall employees will feel satisfied or dissatisfied in their training program. It is now important to understand what has led the employee to feel satisfied or dissatisfied in their training program offered by their companies, therefore the causes or sources of training resources will be discussed by each term towards training effectiveness [Arhtur,2003].

In this dynamic and ever changing environment, organizations both public and private must increase the importance on employees' learning and development of skills. This shows that putting investment in employee training program can bring employers a favorable return but rarely is the effectiveness of this expenditure assess. Studies suggest that many training and development activities are implemented on blind faith with only the hope that they will yield resist [Gromwell,2004]. One of the more optimistic estimates suggests that no more than 15 percent of learning transfers to the job [Burke,2008]. Other studies of transfer rates find they typically average only in the 10 to 40 percent range [Milton,2011]. Therefore, it is important to

explore methods to encourage transfer of learning in order to achieve greater training impact on human resource practices.

Previous studies [Alfred,2009], suggested that training effectiveness is a good predictor of employee training. This association suggests that when employee have been trained in a training program the training effectiveness is likely to be followed by job behavior [David,2004]. Previous studies also suggest that demographic variables such as age, degree held, and experience were related to training impact in some studies [Deborah,2014]. The focus of previous work has been on the relationships between training effectiveness and employees' demographic variables.

#### **4. Research Methodology**

The purpose of the Research was to discover the effectiveness of the Training in capacity building of civil servant employees, their Training needs, Educational Qualifications, Age group, Gender, experience in current job, performance rate, Knowledge, skills and abilities, level of independency of employees in doing their jobs, level of delegation of Authority in their respective organization, Employees Compensation and Reward, level of Management centralization and decentralization. All civil servant employee of north zone of Afghanistan is the population of this research.

##### **Data Collection**

The 70% of the Research questionnaires were given to Administrative and Finance Manager who participated from different directorates of each province in Training and the rests of the questionnaires were sent to a random sample of three Administrative and Finance employee of 12 Provincial Directorate (out of 24 provincial Directorates) in each provinces to their emails. These employee groups included of different level of Managers as they are leading and supervising many other employees therefore their views are important and boost the reliability of the research as per finding 15% of Managers are supervising more than 10 employees, 27% of Managers supervising around 2-9 employees where 15% supervising one employees these helped us extraordinary in our research result. All the data are entered and analyzed via SPSS 24. Both the request to participate and the survey were sent directly to Respondents or via email. All the questionnaires were sent during the month of January 2018.

##### **Research Hypotheses**

This study aims to investigate relations between Effectiveness factors which towards training (training effectiveness and capacity development, types of training,) and individual factors which towards trainees on trainees' personal characteristics

(age, gender, education level and length of working in current job) with training effectiveness. According to our frame work the following hypotheses are formulated.

H1: Training has effect on skills and knowledge of employees

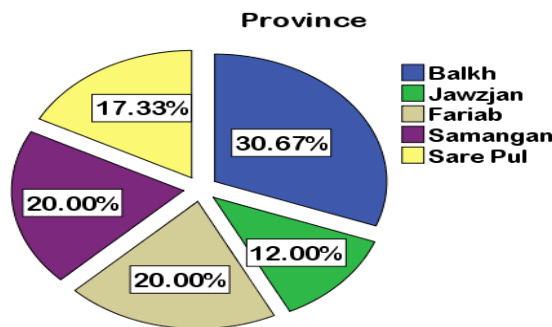
H2: Training Improve employee’s performance

H3: Training increase the level of decision making and delegation of Authority in an organization

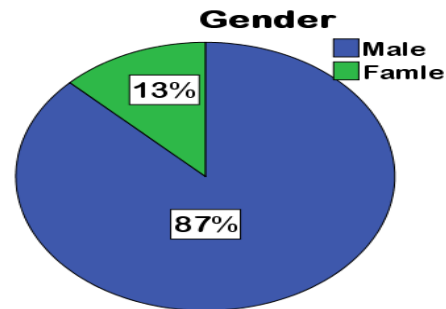
**5.Result and Analysis:**

Various statistical methods are used to analyze the data that we have collected from the respondents. In this study, the researcher used The Statistical Package for the latest version (2016) of the Statistical Package for the Social Sciences (SPSS 24.0) will use for the statistical analysis. In this study, the responses and information collected from the Research was tested using statistical techniques such as frequency distribution and descriptive statistics, correlation analysis by using the reliability test. Frequency distributions were obtained for all the personal data or classification variables. The biography part of the survey asked respondents about their Personal information, Name of the Province, organization, Gender Age Group and educational Qualification, and number of employees which is being supervised by respondents.

Figure1 explains that, the total number of Researched people are 300 out of which 31 % respondents were from Balkh Province and 20 % were from Fariab and Samangan Provinces which responded each to questionnaire equally, 12% were from Jawzjan province and about 17 % were questioned from Jawozjan Provinces.



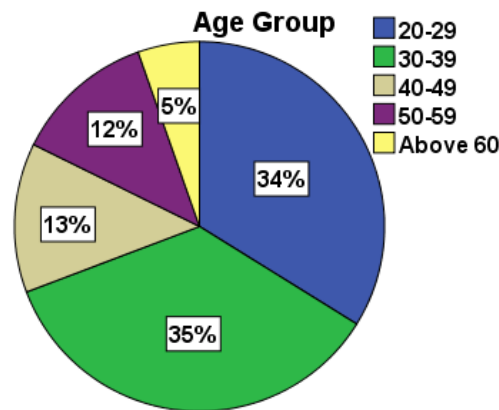
**Figure 1.** Percentage of participants by Provinces



**Figure 2.** Percentage of participants’ gender

Out of 300 respondents from 12 provincial directorates the number of female consist of a small percentage about 13% where the Male numbers are about 87 % which is remarkable. This shows that in Afghanistan there is a significant gender inequality in government and non-government organization.

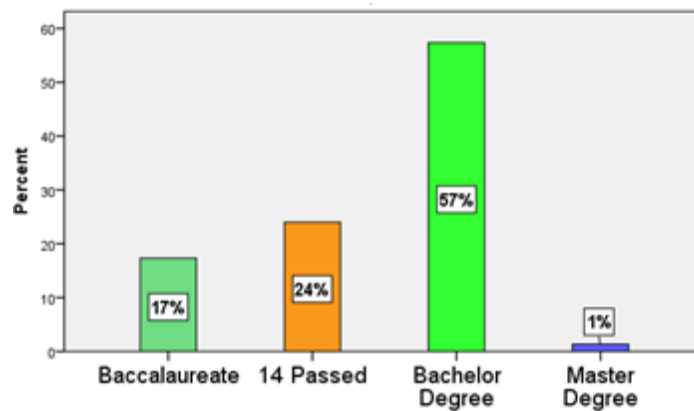
The research indicates that most of employees in government of Afghanistan consist of young generation which is a good news for the government and investing in these young people through training and development a remarkable result will be achieved in effective governance and providing best service to the people.



**Figure 3.** Percentage of participants'

The figure 3 denotes that 38% of the employees are at the age of 30 to 39 and 30% of the employees are between 20 to 29 and 14% are at the age of 50-59 and only around 5.33% are above 60 years old.

**Table 1.** Participants' education level



The education level of the employees shown in table 1 which has a positive impact on training effectiveness and as per our research it revealed that 57% of the employees are Bachelor holder and 24% are 14 Passed where the number of Master holder is not considerable it is only about 1.33% and among all civil servant employees there is no PHD holder in north zone.

### Factor analysis

Factor analysis is a technique that is used to reduce a large number of variables into fewer numbers of factors. This technique extracts maximum common variance

from all variables and puts them into a common score. As an index of all variables, we can use this score for further analysis. In this research I run the factor analysis on all variables and out of these four factors are developed, Training effectiveness in capacity development, employee’s skills, Employees Performance, and level of decision making and delegation of authority

The hypotheses of research are analysis with regression analysis with the acceptable Cronbach’s Alpha values of 0.62 which means that data is analyzable. The questionnaires which had been collected was analyzed in to two parts by name of Descriptive statistics and Factor analysis via SPSS 24. Using the factor analysis KMO and Bartlett’s test of all variables calculate 0.614 into four factors.

Using the correlation coefficient method shows that between Dependent Variable Training effectiveness in capacity development and two independent variables (Employees Performance, Employees skills), there is positive relation, when the rate of performance, knowledge and skills of employees improve means the training was effective in capacity development of employees. where there is negative relation between (Decision making & Delegation of Authority) and Capacity building when top management don’t delegate and do not involve the low level managers in decision making training will not be effective.

**Table 2.**

Kaiser-Meyer-Olkin (KMO) test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		<b>.614</b>
Bartlett's Test of Sphericity	<b>Approx. Chi-Square</b>	<b>79.119</b>
	<b>Df</b>	<b>21</b>
	<b>Sig.</b>	<b>.000</b>

Kaiser-Meyer-Olkin (KMO) Test is a measure of how suited your data is for **Factor Analysis**. The test measures sampling adequacy for each variable in the model and for the complete model. As per the KMO and Bartlett’s test our data’s sampling adequacy is **0.614** which indicate the data which had been gathered are suitable for factor analysis, therefore the data are classified into four factors. The four factors are named: Training effectiveness in capacity development, employee’s skills, Employees Performance, level of decision making and delegation of authority.

**Reliability statistics**

Reliability statistics in statistics is the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions.



**Table 3.** Reliability Statistics

Name of Factors	Cronbach's Alpha	N of Items
Training effectiveness in Capacity Development	0.603	2
Employees Skills	0.742	2
Employees Performance	0.557	2
Level of Decision Making and delegation of Authority	0.584	2

The hypotheses of research will analysis with regression analysis with the acceptable Cronbach's Alpha values are 0.60 and above [11]. Therefore, for the items that have low Cronbach's Alpha values (less than 0.5) will be eliminated from further analysis process. Thus as per KMO and Reliability test the overall Cronbach's Alpha values are **0.62** it indicates we can run the factor analysis. As per the table the research variables are extracted four factors out of all variables the first factor is Training effectiveness, second factor is employees' skills, the third factor is Employees Performance and Fourth factor is Level of Decision Making and delegation of authority.

### Regression Analysis

A regression equation models the dependent relationship of two or more variables. It is a measure of the extent to which researchers can predict one variable from another, specifically how the dependent variable typically acts when one of the independent variables is changed.

**Table 4.** Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Independent variables	3.048	.392		7.778	.000
Employees skills	.004	.111	.003	.037	.971
Performance	.076	.103	.065	.739	.461
Delegation and Decision Making	-.002	.095	-.002	-.018	.986
<b>a. Dependent Variable: F1(Training effectiveness)</b>					

Regression equation

$$Y = 3.048 + 0.004 F2 + 0.76 F3 - 0.002 F34$$

Using the correlation coefficient method shows that between Dependent variable F1 (Training effectiveness in capacity development) and two independent variables (F2 & F3) (Employees Performance, Employees skills), there is positive relation, when the rate of performance, knowledge and skills of employees improve means the training was effective in capacity development of employees.

where there is negative relation between (Decision making & Delegation of Authority) and Capacity building when top management don't delegate and do not involve the low level managers in decision making training will not be effective.

**ANOVA Analysis**

An ANOVA test is a way to find out if survey or experiment results are significant. In other words, they help you to figure out if you need to reject the null hypothesis or accept the alternate hypothesis. Basically, you're testing groups to see if there's a difference between them. Examples of when you might want to test different groups.

This is the table that shows the output of the ANOVA analysis and whether

Table 5. ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.305	3	.102	.207	.891 <sup>b</sup>
Residual	71.489	146	.490		
Total	71.793	149			
<b>a. Dependent Variable: F4</b>					
<b>b. Predictors: (Constant), F3, F2, F1</b>					

there is a statistically significant difference between our group means. We can see that the significance value is 0.508 (i.e.,  $p = .891$ ), which is above 0.05. Therefore, there is a statistically insignificant and our null Hypothesis is accepted.

**P-Value:**

**H 1: Training has effect on skills and knowledge of employees**

Regression analysis was conducted to assess whether Training has effect on skills and knowledge of employees the result has found that the P value is ( $P=0.971 > 0.05$ ), which is strong evidence against  $H_a$ , therefore the Null Hypothesis is being accepted.

**H 2: Training Improve employee's performance**

Regression analysis was conducted to assess whether Training Improve employee's performance the result showed that P value is  $0.461 > 0.05$  which is weak evidence against null  $H_2$  hence the null Hypothesis of has been accepted.

**H 3: Training increase the level of decision making and delegation of Authority in an organization**

Regression analysis was conducted to assess whether Training increase the level of decision making and delegation of Authority in an organization the result revealed that  $P=0.986$ , then  $p > 0.05$  and so null hypothesis could be rejected as there is weak evidence against null hypothesis.

**6. Conclusions**

The objectives in this study have been achieved whereby the results had shown that training has a remarkable impact on capacity development of employees especially

in war passed countries like Afghanistan that the education level and knowledge and skills of employees are low and it's not meet as the required standard level. Therefore, the research suggest that the employees need to be trained and regularly the needs assessment should be conducted and related actions should be taken actions accordingly and also new employees must be trained before starting new job. And employee's skills should be developed via training and Development. Various methods of analysis were used in measurement. First are the demographic factors or personal information about the respondents which need to be considered in the study as it could describe the respondents' characteristics and their background. Different personal backgrounds would mean different personality and different levels of job performance among the respondents. Over all we come to these results:

- Education level: The level of education is very important in training effectiveness and level of education of government employees as per the graph 57% of the employees are hold bachelor degree whereas the holder of master degree was very insignificant and just was 1% and the holder of 14 passed and 12 standards were also notable those counts by 24% and 17% respectively.
- Gender: there is a remarkable gender inequality about 87% of employees consists of male whereas the number of females are not significant it is just about 13%.
- Age Group: the best news is that about 68% of employees are consist of young, it is at the range of 20 to 39 years old and 26.67% are at the age of 40 to 59 thus only 5.33% are at the age of retirement or above 60 years old.
- Training effectiveness in capacity Development: about 44.67% employees said the trainings are very effective and 41.33% said the training is quite effective so 14% indicate that the Training program is somewhat effective in their capacity building.
- Unfortunately, the most of the employees have moderate or less skills of computer, Internet and accounting proficiency which counts around 40%, therefore training in this regards are highly recommended.
- The shocking thing is that 98% of employees are not satisfied with payment and remuneration against work they perform

### **Recommendation**

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization's employees' efficiency, skills and productivity especially in war passed country like Afghanistan where the level of education and employees skills are low.

As per my research result I found that training has a significant impact in capacity development of employees, and also the skills and knowledge of government employees are very low therefore the government of Afghanistan must conduct training in Accounting ,Finance ,government finance related laws and computer program In order to reap the full benefits of training initiative, I recommend to the

government of Afghanistan specially ministry of Finance and non-government organization should ensure that the following are instituted at the work place.

**i. Systematic Training:** Identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the Human Resource Department. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill indeed, and what attitudes need to be changed toward work efficiency.

**ii. Objective should be SMART and unambiguous:** Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timely) and unambiguous, and should develop individual as well as meet the needs of the local governments. Objectives should also include efficiency targets, measures standards and should be seen as attainable by individuals. Also a basis for motivating through intrinsic and extrinsic rewards should be provided as this will lead to commitment and improved efficiency.

#### 7. *Limitation of the Research*

According to limitation of this study, the sample may not be representative of the population because the sample drawn from one organization in north zone provinces of Afghanistan, and did not involve other locations or different organizations in Afghanistan. In addition, this research chooses only on public firm, therefore, it would be beneficial for future research to consider the suggestion that weather in public or in private organizations expand the study to enhance the consistency of the results. In addition, further studies will be conducted in order to determine the validity of the model in other organization as well as taking into consideration other variables to measure training among the companies so that this will increase the accuracy of understanding the drivers that could impact training.

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